

## Southwood Middle

1110 Southwood Street  
Anderson, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	449 Students	
<b>Principal</b>	Evelyn Murphy	864-260-5205
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Dr. William Mack Burriss	864-224-6384

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Good
2007	Average	Average
2006	Average	Average
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

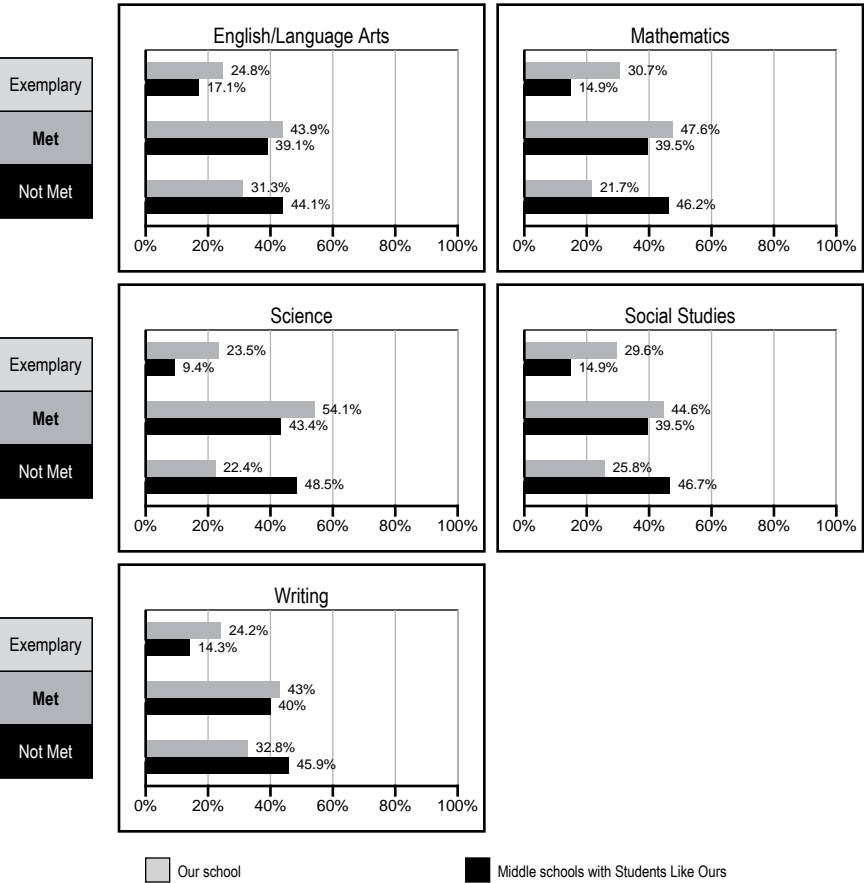
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	31	8

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	89.5%
English 1	92.7%	85.0%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	94.7%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=449)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.0%	Down from 26.7%	15.0%	21.6%
Retention rate	2.4%	Up from 1.7%	2.1%	1.2%
Attendance rate	95.6%	No Change	95.4%	95.9%
Eligible for gifted and talented	8.1%	Down from 9.6%	8.1%	14.8%
With disabilities other than speech	23.2%	Down from 24.8%	13.8%	12.6%
Older than usual for grade	3.6%	Down from 4.0%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	63.0%	Down from 63.3%	56.4%	56.9%
Continuing contract teachers	76.1%	Up from 75.5%	64.9%	72.7%
Teachers with emergency or provisional certificates	4.8%	Up from 2.6%	12.2%	5.3%
Teachers returning from previous year	88.6%	Up from 88.5%	77.9%	82.9%
Teacher attendance rate	95.0%	Up from 94.5%	95.0%	95.2%
Average teacher salary*	\$47,653	Up 6.7%	\$45,841	\$46,599
Professional development days/teacher	11.8 days	Down from 12.6 days	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.6 to 1	18.1 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 88.6%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.2%	Up from 83.7%	97.3%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,204	Up 33.3%	\$9,117	\$7,645
Percent of expenditures for instruction**	68.7%	Up from 64.7%	62.0%	63.4%
Percent of expenditures for teacher salaries**	65.0%	Up from 61.1%	55.2%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Since 1967, Southwood, smallest of the three Anderson 5 middle schools, has been considered a community school and, as such, is an integral part of the community. Parents, grandparents, and the community at large feel comfortable visiting our school. Southwood is known as a school where students are valued, and the concerns and opinions of parents are important. The mission of Southwood Middle School is to prepare students to be citizens who demonstrate social and personal responsibility, cultural awareness, physical fitness, academic competence, and a desire for lifelong learning by providing challenging and diverse educational experiences in a safe environment.

Our faculty and staff are working hard during and after school in an effort to educate and assist our students in becoming effective, contributing members of society. During the 2008 -2009 school year, language arts, math, science, and social studies teachers have worked diligently preparing and implementing standards based lessons. Integrating technology into our classrooms to make lessons more interesting and interactive for our students was a major goal for the school year. All academic classrooms are equipped with SMART Boards, mounted projectors, ELMOs, SENTEOs, and wireless internet. Additionally, each team has access to a mobile computer lab.

Our challenges are to continue efforts to emphasize reading and writing instruction in all content areas, to coordinate the academic focus of the before- and after-school programs, to increase instructional time for low performing students through creative scheduling, to increase the use of technology by teachers and students to enhance instruction, and to provide staff development to increase teacher proficiency in the use of a variety of instructional practices. Our Literacy Coach has worked with teachers and students to improve and implement effective strategies to enhance the instruction of reading and writing across the curriculum. Our Math/Science Coach works individually with teachers as well as conducts staff development to enhance instructional practices. Southwood was named a Title I school at the beginning of the 2005 – 2006 school year. Title I funds have helped to improve the technology that is available to students and teachers at Southwood.

We know instinctively that we are a team -- students, faculty, staff, parents, and community – that supports each other regardless of the obstacles in order to achieve our goals. We hold the distinguished honor of receiving the Silver Flag Award from the state for our continued academic improvements six out of the last seven years. We are truly a school of promise! Our motto says it all. "We're Soaring to Greater Heights."

Evelyn Murphy, Principal  
Nori Gale, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	104	36
Percent satisfied with learning environment	95.7%	74.8%	77.8%
Percent satisfied with social and physical environment	100.0%	78.8%	74.3%
Percent satisfied with school-home relations	65.2%	87.3%	77.1%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	438	100	30.9	43.9	25.2	79.1	88.1	82.8	Yes	Yes
<b>Gender</b>										
Male	227	100	36.2	39.6	24.2	73.4	84.9	79.3	N/A	N/A
Female	211	100	25.3	48.5	26.3	85.1	91.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	168	100	23.8	43.7	32.5	84.1	92.9	89.5	Yes	Yes
African American	256	100	35.9	42.6	21.5	74.7	80.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	12	100	N/AV	N/AV	N/AV	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	67	27.5	5.5	46.2	57	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	25	66.7	8.3	100	83.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	358	100	34.7	42.3	23	77	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	438	100	22.4	49.1	28.4	85.5	84.4	78.9	Yes	Yes
<b>Gender</b>										
Male	227	100	25.6	45.9	28.5	81.2	82.7	77	N/A	N/A
Female	211	100	19.1	52.6	28.4	90.2	86.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	168	100	17.2	47	35.8	89.4	90.7	87.2	Yes	Yes
African American	256	100	26.6	49.8	23.6	82.3	73.2	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	12	100	9.1	63.6	27.3	100	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	57.1	38.5	4.4	58.2	50.6	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	8.3	58.3	33.3	100	87.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	358	100	23.9	53.1	23	84	76.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	301	99.3	22.1	54.6	23.2	77.9	80.8	67.5
<b>Gender</b>								
Male	168	99.4	24.3	52.6	23	75.7	79.8	67
Female	133	99.3	19.3	57.1	23.5	80.7	81.8	68
<b>Racial/Ethnic Group</b>								
White	115	99.1	17.2	44.4	38.4	82.8	89.3	79.5
African American	179	99.4	25.5	60.6	13.9	74.5	66.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	72	100	54.5	39.4	6.1	45.5	44.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82	59.6
<b>Socio-Economic Status</b>								
Subsided meals	251	99.2	24.9	55.1	20	75.1	71.3	55.1

**Social Studies**

All Students	290	99.7	25	45.8	29.2	75	84.5	72.3
<b>Gender</b>								
Male	148	99.3	30.1	37.6	32.3	69.9	83.1	71.5
Female	142	100	19.8	54.2	26	80.2	86	73.2
<b>Racial/Ethnic Group</b>								
White	109	99.1	23.4	40.4	36.2	76.6	89.9	80.7
African American	171	100	26.9	49.4	23.8	73.1	75.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	62	98.4	51.7	39.7	8.6	48.3	56.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	237	100	25.8	48.4	25.8	74.2	76.3	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	445	98.4	32.8	43	24.2	67.2	75.7	70.2	95.6	96
<b>Gender</b>										
Male	232	97.8	40.9	40.9	18.3	59.1	68.6	63.2	95.4	95.8
Female	213	99.1	24.4	45.2	30.5	75.6	83	77.5	95.7	96.1
<b>Racial/Ethnic Group</b>										
White	172	97.7	32	35.3	32.7	68	82.8	79.1	94.2	95.8
African American	259	98.8	33.5	46.9	19.7	66.5	64.3	57.6	96.3	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.6	86.2	98.3	97.2
Hispanic	12	100	36.4	54.5	9.1	63.6	71.1	62.6	97.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
<b>Disability Status</b>										
Disabled	100	93	81.4	17.4	1.2	18.6	30.6	26.1	94.7	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
<b>English Proficiency</b>										
Limited English Proficient	14	100	33.3	50	16.7	66.7	68.5	61.2	97.6	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	352	98.6	35.1	43.4	21.5	64.9	63.7	58.9	95.4	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	100	31.2	39.6	29.2	68.8
	7	153	100	37.5	42.6	19.9	62.5
	8	122	100	22.5	51.4	26.1	77.5

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	100	21.4	42.2	36.4	78.6
	7	153	100	29.4	54.4	16.2	70.6
	8	122	100	15.3	52.3	32.4	84.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	86	98.8	22.5	57.5	20	77.5
	7	153	100	22.1	56.6	21.3	77.9
	8	62	98.4	21.8	45.5	32.7	78.2

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	98.7	13.5	67.6	18.9	86.5
	7	151	100	36.6	36.6	26.9	63.4
	8	61	100	12.5	39.3	48.2	87.5

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	98.3	31.4	43.4	25.2	68.6
	7	151	98.7	38.5	42.2	19.3	61.5
	8	123	98.4	27.9	43.2	28.8	72.1

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